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ABSTRACT

This report presents information describing the extent and effectiveness of Elementary and Secondary Education Act, Title I, Public Law 89-10 programs in Kansas during the school year 1977-1978. During the year the state educational agency distributed $12,799,697 for activities involving 38,553 students in 275 of Kansas' 306 school districts. Tables show achievement in reading and mathematics separately for regular term and summer term students; participation by grade level and by race; and staff participation. There is a summary of program operation, showing the activities of the local education agencies and the responsibilities and activities of the state education agency. Part II of the report provides similar information with respect to the programs in state institutions for neglected and delinquent children. (CTM)

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Kansas Annual Evaluation Report 1977–1978

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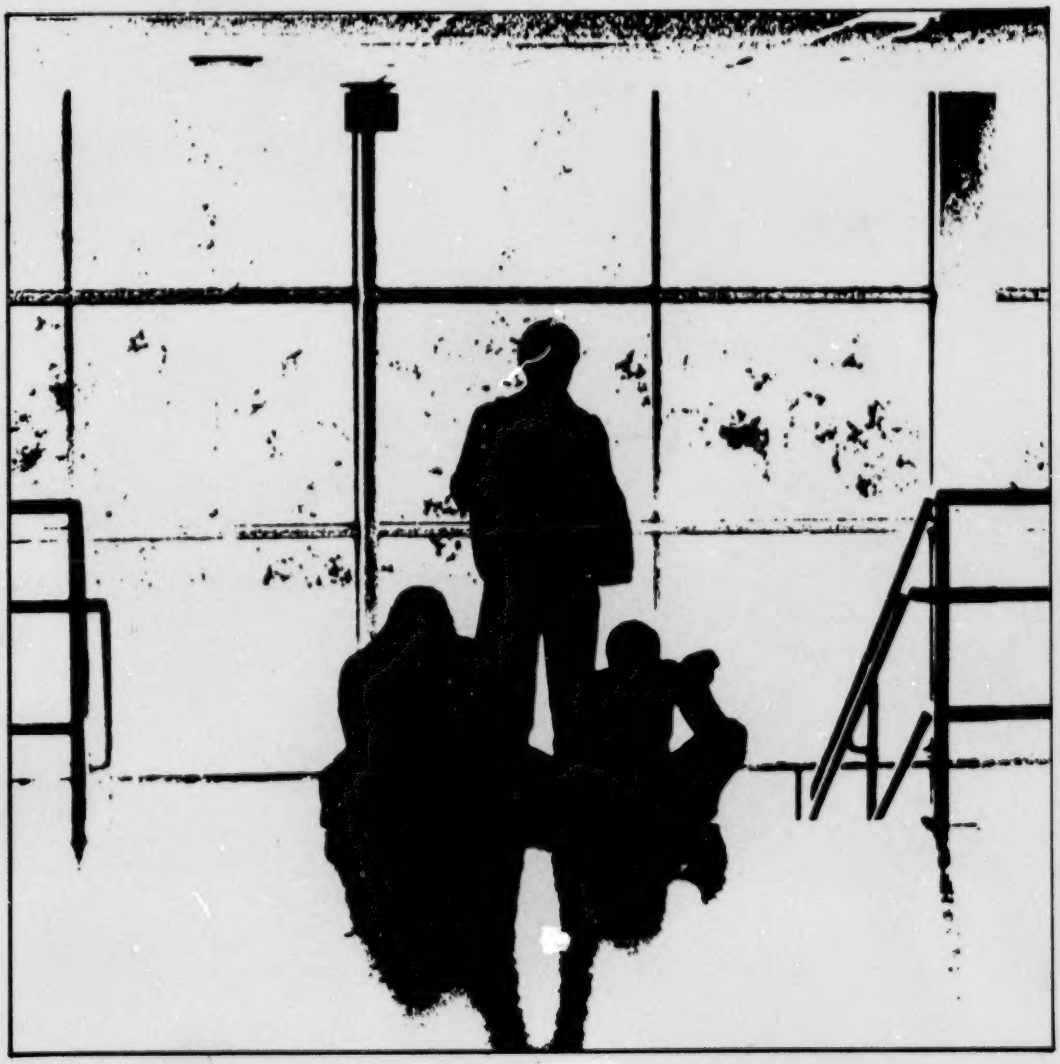

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TITLE I E.S.E.A. Vol. I: Projects in Local Educational Agencies / Programs for Neglected and Delinquent Children

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INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10 provides federal funds for compensatory educational programs designed for children living in areas with high concentrations of low income families. The basic aim of this legislation was to expand and improve educational opportunities for economically and educationally deprived children.

An annual evaluation of all ESEA Title I, Public Law 89-10 programs is required by federal mandate. The FY 1978 Title I program evaluations have been completed by the local educational agencies and are on file in the state Title I office. This, the state report, has been developed to supply the U. S. Office of Education program information collected by the state educational agency from the local educational agencies.

The state educational agency approved public school programs for economically and educationally deprived children during fiscal year 1978 distributing a total grant of $12,799,697.

Of the total distributed, 90% was for support of regular term Title I activities and 10% was for support of summer term activities.

A total of 38,553 students (unduplicated count) participated in Title I activities in LEA's during the fiscal year.

34,454 participated in regular term activities
8,867 participated in summer term activities
4,788 participated in both regular and summer term activities.

Of Kansas' 306 Unified School Districts, 275 participated in the P. L. 89-10 Title I Program.

260 USD's conducted regular term activities
96 USD's conducted summer term activities
81 USD's conducted both regular and summer term activities.

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PART I
PROGRAMS IN LEA'S

I. Program Achievements – Regular Term

A. Achievements in Reading

Both pre-test and post-test scores were reported for 22,918 (79%) of the 29,152 students participating in regular term Title I Reading/Language Arts activities. Statewide, participating students demonstrated an average gain of 9.8 NCE's between pre-test and post-test.

Average Reading Gains by Grade

	Pre-Test Average NCE	Post-Test Average NCE	Average NCE Gain
Pre-Kindergarten	40.3	59.8	19.5
Kindergarten	41.2	56.9	15.7
Grade 1	35.2	52.1	16.9
Grade 2	32.5	45.8	13.3
Grade 3	32.3	42.3	9.9
Grade 4	29.7	39.5	9.8
Grade 5	30.2	39.0	8.8
Grade 6	29.8	36.7	6.9
Grade 7	30.0	35.9	5.9
Grade 8	31.0	35.9	4.9
Grade 9	29.0	34.5	5.5
Grade 10	26.4	33.7	7.3
Grade 11	25.0	30.3	5.3
Grade 12	26.9	30.6	3.7
Ungraded	36.3	48.2	11.9
Combined	31.3	41.1	9.8

Number of Tested Reading Participants Who Demonstrated NCE Gains of ...

	Less than 0.0	0.0 to 1.0	1.1 to 3.0	3.1 to 5.0	5.1 to 7.0	More than 7.0
Pre-Kindergarten	3	0	2	1	0	22
Kindergarten	67	22	15	11	12	277
Grade 1	357	60	80	79	92	1,356
Grade 2	632	131	179	212	237	2,354
Grade 3	616	155	243	212	246	1,848
Grade 4	529	182	203	226	239	1,774
Grade 5	506	152	199	204	242	1,447
Grade 6	477	160	209	213	219	1,145
Grade 7	450	209	194	229	211	888
Grade 8	298	129	139	131	142	452
Grade 9	124	64	61	65	69	235
Grade 10	102	64	38	38	67	299
Grade 11	29	28	11	8	16	51
Grade 12	27	20	7	5	8	31
Ungraded	22	8	9	8	6	79
Combined	4,239	1,384	1,589	1,642	1,806	12,258
Percent of Total	19%	6%	7%	7%	8%	53%

Since any NCE gain greater than zero for a Title I participant represents an improvement over what would have been expected in the absence of the special help of Title I, the data indicates that in Kansas, Title I reading activities had a positive and measurable impact on 75% of those participants for whom pre-test and post-test scores were available.

B. Achievements in Math

Both pre-test and post-test scores were reported for 10,360 (60%) of the 17,134 students participating in regular term Title I math activities. Statewide, participating students demonstrated an average gain of 10.9 NCE's between pre-test and post-test.

Average Math Gains by Grade

	Pre-Test Average NCE	Post-Test Average NCE	Average NCE Gain
Pre-Kindergarten	–	–	–
Kindergarten	30.9	40.0	9.1
Grade 1	30.6	45.1	14.5
Grade 2	30.8	42.2	11.4
Grade 3	28.3	38.8	10.5
Grade 4	25.2	38.4	13.2
Grade 5	26.5	38.9	12.4
Grade 6	26.9	37.7	10.8
Grade 7	27.9	35.0	7.1
Grade 8	29.9	36.8	6.9
Grade 9	27.0	31.2	4.2
Grade 10	18.7	27.3	8.6
Grade 11	21.3	30.7	9.4
Grade 12	16.8	22.3	5.5
Ungraded	37.9	40.8	2.7
Combined	27.9	38.8	10.9

Number of Tested Math Participants Who Demonstrated NCE Gains of ...

	Less than 0.0	0.0 to 1.0	1.1 to 3.0	3.1 to 5.0	5.1 to 7.0	More than 7.0
Pre-Kindergarten	0	0	0	0	0	0
Kindergarten	124	2	20	5	19	218
Grade 1	186	23	41	42	41	653
Grade 2	247	41	56	50	69	579
Grade 3	389	70	74	87	78	830
Grade 4	203	71	66	94	85	911
Grade 5	214	79	60	91	105	979
Grade 6	222	62	84	99	109	881
Grade 7	183	75	67	87	98	418
Grade 8	128	43	52	62	56	257
Grade 9	64	26	36	28	21	73
Grade 10	10	2	0	6	9	35
Grade 11	3	4	1	3	2	16
Grade 12	2	1	1	2	1	4
Ungraded	12	2	4	7	10	10
Combined	1,987	501	562	663	703	5,944
Percent of Total	19%	5%	6%	6%	7%	57%

Title I math activities in Kansas had a positive and measurable impact on 76% of those participants for whom pre-test and post-test scores were available.

II. Program Achievements – Summer Term

Because of the short time span encompassed by summer term Title I activities, an adjective scaling technique rather than a pre-test – post-test differential technique was used for evaluating participants in summer term activities.

For each summer participant in Title I reading or math, an evaluation form was completed by that student's teacher. Both for reading and for math, the form listed six skill areas and provided a format for the teacher to subjectively rate each student's skill level at the beginning of the summer term and then to describe each student's progress in each skill area at the end of the summer term.

A. Achievements in Reading

Summer term reading participants were evaluated in six skill areas.

	At beginning of summer term, percent of participants whose skill level was rated ...		
Reading Skill Areas	Well Below Normal	Slightly Below Normal	Normal or Above
Dictionary Skills	38%	46%	16%
Word Meaning	39%	47%	14%
Comprehension	44%	44%	12%
Sight Words	37%	45%	18%
Phonetic Analysis	43%	44%	13%
Structural Analysis	45%	44%	11%

A total of 7,501 students participated in summer term reading activities. Individual progress reports were received for 5,378 participants.

Summer Progress Description – Dictionary Skills

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	64	58	48	19
Grade 2	63	108	71	16
Grade 3	106	147	145	21
Grade 4	64	162	113	40
Grade 5	91	155	118	14
Grade 6	61	109	78	10
Grade 7	28	63	34	11
Grade 8	15	35	18	10
Grade 9	2	2	2	1
Grade 10	1	1	1	–
Grade 11	2	4	4	1
Grade 12	–	1	2	–
TOTAL	497	845	634	143
	(23%)	(40%)	(30%)	(7%)

Summer Progress Description – Word Meaning

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	142	336	267	64
Grade 2	136	339	218	38
Grade 3	132	302	271	43
Grade 4	96	259	196	49
Grade 5	100	249	174	44
Grade 6	73	164	130	33
Grade 7	43	81	70	20
Grade 8	27	50	38	22
Grade 9	4	4	6	1
Grade 10	2	3	1	3
Grade 11	5	1	8	5
Grade 12	–	2	3	–
TOTAL	760 (18%)	1,790 (42%)	1,382 (32%)	322 (8%)

Summer Progress Description — Comprehension

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	169	376	321	98
Grade 2	144	416	326	72
Grade 3	156	319	330	88
Grade 4	124	276	242	63
Grade 5	122	250	218	48
Grade 6	83	161	133	44
Grade 7	41	72	81	21
Grade 8	25	47	42	16
Grade 9	2	6	5	2
Grade 10	—	3	1	4
Grade 11	—	1	8	5
Grade 12	—	—	2	2
TOTAL	866	1,927	1,709	463
	(18%)	(39%)	(34%)	(9%)

Summer Progress Description – Sight Words

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	154	364	394	144
Grade 2	133	370	330	64
Grade 3	132	298	277	71
Grade 4	117	229	134	55
Grade 5	121	182	140	42
Grade 6	88	131	103	30
Grade 7	40	44	42	18
Grade 8	26	22	24	18
Grade 9	2	3	4	1
Grade 10	1	3	1	1
Grade 11	4	4	2	1
Grade 12	–	1	1	1
TOTAL	818 (19%)	1,651 (38%)	1,452 (33%)	446 (10%)

Summer Progress Description — Phonetic Analysis

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	168	397	370	118
Grade 2	162	386	330	69
Grade 3	143	320	287	59
Grade 4	127	269	183	45
Grade 5	113	215	153	38
Grade 6	83	149	90	26
Grade 7	29	61	38	10
Grade 8	19	23	21	7
Grade 9	4	4	3	—
Grade 10	1	3	0	0
Grade 11	1	1	3	—
Grade 12	—	1	1	1
TOTAL	850	1,829	1,479	373
	(19%)	(40%)	(33%)	(8%)

Summer Progress Description – Structural Analysis

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	141	248	223	53
Grade 2	126	286	211	33
Grade 3	119	286	233	36
Grade 4	110	253	183	32
Grade 5	95	198	153	30
Grade 6	65	155	89	26
Grade 7	20	59	34	8
Grade 8	16	25	20	5
Grade 9	4	3	2	1
Grade 10	2	2	1	0
Grade 11	–	3	1	–
Grade 12	–	1	–	–
TOTAL	698 (20%)	1,519 (42%)	1,150 (32%)	224 (6%)

B. Achievements in Math

Summer term math participants were evaluated in six skill areas.

Math Skill Areas	At beginning of summer term, percent of participants whose skill level was rated ... Well Below Normal	Slightly Below Normal	Normal or Above
Comprehension of Numeration System	25%	42%	33%
Basic Addition/Subtraction	29%	45%	26%
Basic Multiplication/Division	42%	42%	16%
Concepts/Operating with Fractions/Decimals	55%	36%	9%
Measures/Calculations for Lengths/Areas/Volumes	55%	35%	10%
Algebraic Concepts/ Operations	69%	24%	7%

A total of 5,688 students participated in summer term math activities. Individual progress reports were received for 4,414 participants.

Summer Progress Description – Comprehension of Numeration System

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	119	266	269	69
Grade 2	67	243	246	58
Grade 3	97	260	206	75
Grade 4	86	228	216	69
Grade 5	76	195	175	44
Grade 6	61	116	116	48
Grade 7	39	78	61	15
Grade 8	35	37	33	10
Grade 9	3	14	4	1
Grade 10	1	2	3	–
Grade 11	–	1	1	–
Grade 12	–	–	2	–
TOTAL	584 (16%)	1,440 (38%)	1,332 (36%)	389 (10%)

Summer Progress Description — Basic Addition/Subtraction

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	143	239	277	86
Grade 2	70	223	262	95
Grade 3	92	246	273	112
Grade 4	65	202	284	84
Grade 5	78	184	232	68
Grade 6	62	123	147	62
Grade 7	50	74	85	27
Grade 8	31	44	46	17
Grade 9	2	14	4	2
Grade 10	—	3	3	—
Grade 11	—	1	1	—
Grade 12	—	1	1	—
TOTAL	593 (14%)	1,354 (33%)	1,615 (39%)	553 (14%)

Summer Progress Description – Basic Multiplication/Division

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	21	6	9	3
Grade 2	39	46	38	7
Grade 3	127	208	200	76
Grade 4	70	198	267	105
Grade 5	88	193	239	75
Grade 6	58	142	161	68
Grade 7	36	68	102	40
Grade 8	25	44	47	24
Grade 9	2	9	9	2
Grade 10	–	2	4	–
Grade 11	–	1	1	–
Grade 12	–	–	–	–
	466	917	1,077	400
	(16%)	(32%)	(38%)	(14%)

Summer Progress Description – Concepts/Operations with Fractions/Decimals

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	16	6	12	3
Grade 2	20	13	4	3
Grade 3	32	38	22	12
Grade 4	57	93	77	4
Grade 5	101	179	113	41
Grade 6	63	109	149	45
Grade 7	31	65	106	42
Grade 8	28	26	55	25
Grade 9	4	4	8	3
Grade 10	1	3	2	–
Grade 11	–	1	1	–
Grade 12	–	–	–	–
TOTAL	353 (22%)	537 (33%)	549 (34%)	178 (11%)

Summer Progress Description – Measures/Calculations for Lengths/Areas/Volumes

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	18	19	24	3
Grade 2	16	11	20	2
Grade 3	48	26	14	5
Grade 4	31	34	37	6
Grade 5	60	67	58	10
Grade 6	44	49	54	11
Grade 7	33	56	33	12
Grade 8	20	18	14	5
Grade 9	–	1	3	–
Grade 10	–	–	–	–
Grade 11	–	–	–	–
Grade 12	–	–	–	–
TOTAL	270 (31%)	281 (33%)	257 (30%)	54 (6%)

Summer Progress Description — Algebraic Concepts/Operations

At end of summer, number of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Grade 1	10	6	9	2
Grade 2	12	3	4	1
Grade 3	23	14	2	2
Grade 4	17	7	2	3
Grade 5	28	11	9	–
Grade 6	32	19	19	6
Grade 7	38	5	17	3
Grade 8	15	11	7	3
Grade 9	–	2	1	1
Grade 10	–	–	–	–
Grade 11	–	–	–	–
Grade 12	–	–	–	–
TOTAL	175 (51%)	78 (23%)	70 (20%)	21 (6%)

III. Statistical Overview of Title I in Kansas

A. Enrollment in Kansas Accredited Schools, Grades K–12, FY 1978

	Number of Students	% of Total
Public Schools	427,301	93.1%
Non-public Schools	31,500 est.	6.9%
TOTAL	458,801	100.0%

B. Participating L.E.A.'s

Of Kansas' 306 Unified School Districts, 275 participated in the P.L. 89-10 Title I program.

254 LEA's conducted regular term activities
95 LEA's conducted summer term activities
80 LEA's conducted both regular and summer term activities

Participating LEA's conducted the following Title I activities:

	Number of LEA's conducting Title I activities	
Activity	Regular Term	Summer Term
Reading/Language Arts	245	91
Math	94	71
Social Sciences	2	1
Sciences	3	1
Vocational Education	0	0
Speech Therapy	7	7
Guidance/Counseling	1	1
Home Visitation/Social Work	1	2
Learning Disabilities	1	1
Food/Meals	0	6
Physical Education	0	7
Other	37	25
Total LEA's participating	254	95

C. A total of 38,553 students (unduplicated count) participated in P.L. 89-10 Title I activities in LEA's during the fiscal year.

34,454 participated in regular term activities
8,867 participated in summer term activities
4,788 participated in both regular and summer term activities

By grade level student participation was distributed as follows:

	Number of Participants			
Grade Level	Regular Term	Summer Term	Total (Unduplicated)	% of All Participants
Pre-Kindergarten	395	398	578	1.5%
Kindergarten	1,161	617	1,445	3.8%
Grade 1	4,229	1,512	4,935	12.8%
Grade 2	4,999	1,382	5,645	14.7%
Grade 3	4,606	1,228	5,181	13.4%
Grade 4	4,304	1,062	4,793	12.4%
Grade 5	3,885	967	4,338	11.3%
Grade 6	3,399	872	3,780	9.8%
Grade 7	3,070	310	3,213	8.3%
Grade 8	1,898	213	1,996	5.2%
Grade 9	993	33	1,008	2.6%
Grade 10	829	42	848	2.2%
Grade 11	248	34	264	.7%
Grade 12	160	15	167	.4%
Ungraded	278	182	362	.9%
Total	34,454	8,867	38,553	100.0%

Slightly more than 46% of all FY 1978 participants were in third grade or below.

Since 1969 the percentage of participants in third grade or below ...

1969 – 30.4% were 3rd grade or below
1970 – 37.8% were 3rd grade or below
1971 – 38.9% were 3rd grade or below
1972 – 40.2% were 3rd grade or below
1973 – 45.3% were 3rd grade or below
1974 – 46.7% were 3rd grade or below
1975 – 50.2% were 3rd grade or below
1976 – 46.4% were 3rd grade or below
1977 – 47.2% were 3rd grade or below
1978 – 46.2% were 3rd grade or below

D. Distribution of Participants by Activity and by Grade Level (Duplicated Count)

Grade Level	Number of Regular Term Participants in each grade level who participated in Title I ... Reading/ Language Arts	Math	Other
Pre-Kindergarten	40	6	384
Kindergarten	566	674	53
Grade 1	3,361	1,766	99
Grade 2	4,572	1,836	63
Grade 3	4,066	2,170	53
Grade 4	3,719	2,124	68
Grade 5	3,265	2,083	34
Grade 6	2,897	1,997	36
Grade 7	2,815	1,837	46
Grade 8	1,680	1,167	53
Grade 9	852	606	91
Grade 10	758	525	62
Grade 11	206	109	32
Grade 12	135	54	16
Ungraded	220	180	1
All participants combined	29,152	17,134	1,091

E. Distribution of Participants by Race and by Grade Level

Grade Level	Number of Regular Term participants in each grade level who were ... Caucasian	Black	Spanish Surname	American Indian	Polynesian Oriental	Other
Pre-Kindergarten	212	145	22	8	0	4
Kindergarten	876	150	85	24	5	17
Grade 1	3,326	559	242	56	19	25
Grade 2	3,875	744	260	77	21	15
Grade 3	3,447	849	226	52	15	11
Grade 4	3,116	855	235	54	18	12
Grade 5	2,784	804	205	57	16	10
Grade 6	2,301	860	162	44	12	12
Grade 7	1,971	877	165	14	23	7
Grade 8	1,374	376	98	10	14	8
Grade 9	615	295	57	6	7	6
Grade 10	342	436	34	1	5	10
Grade 11	123	100	9	1	3	6
Grade 12	101	50	4	1	3	1
Ungraded	192	56	5	2	0	0
Total	24,655	7,156	1,809	407	161	144

Note: 122 additional students were not identified by race.

F. Distribution of Participants by Sex and by Grade Level

Grade Level	Number of Regular Term participants in each grade level who were ... Male	Female
Pre-Kindergarten	229	165
Kindergarten	675	486
Grade 1	2,525	1,700
Grade 2	3,006	1,991
Grade 3	2,727	1,868
Grade 4	2,526	1,776
Grade 5	2,283	1,601
Grade 6	2,001	1,398
Grade 7	1,857	1,211
Grade 8	1,164	733
Grade 9	606	387
Grade 10	475	354
Grade 11	153	95
Grade 12	110	50
Ungraded	143	113
Total	20,490	13,928

Note: 36 additional students were not identified by sex.

G. Distribution of Participants by Public/Non-Public School Attendance and by Grade

Grade Level	Number of Regular Term participants in each grade level who attended ... Public Schools	Non-Public Schools
Pre-Kindergarten	392	2
Kindergarten	1,152	9
Grade 1	4,050	176
Grade 2	4,770	224
Grade 3	4,392	214
Grade 4	4,102	200
Grade 5	3,695	189
Grade 6	3,224	175
Grade 7	2,906	164
Grade 8	1,729	169
Grade 9	973	20
Grade 10	816	13
Grade 11	239	8
Grade 12	160	0
Ungraded	256	0
Total	32,856	1,563

Note: 35 additional students were not identified by Public or Non-Public school attendance.

IV. Program Operation in LEA's

A. Attendance Centers

The 260 LEA's conducting regular term Title I activities contain a total of 1,196 pubiic school attendance centers.

A total of 973 of those attendance centers were qualified as eligible for Title I activities as a result of local needs assessment.

Regular term Title I activities were actually conducted in 650 of the 973 eligible attendance centers.

The 650 participating attendance centers enrolled a total of 180,060 students.

- 19% (34,454) of students enrolled in participating attendance centers were Title I participants.
- 27% (48,662) of students enrolled in participating attendance centers were economically deprived.
- 21% (38,305) of students enrolled in participating attendance centers were educationally deprived (1 year or more below grade level or below 30 percentile in reading).
- In 70% of participating school districts, percentile scores were used as a basis for selecting individual student participants.

B. Staffing

In participating LEA's a total of 1,236.0 funded personnel (FTE) were employed in regular term Title I programs. In addition, 192 volunteers worked in regular term Title I programs.

In summer term programs, a total of 934.8 funded personnel (FTE) were employed. An additional 74 persons worked in a voluntary capacity.

Funded Title I Personnel

	Full Time Equivalent Numbers	
	Regular Term	Summer Term
Directors or Coordinators	64.1	18.1
Teachers	338.3	570.1
Aides	452.1	164.0
Subject Matter Specialists (Remedial Reading Specialists—Special Certificate)	287.2	80.8
Resource Personnel (Nurses, Speech Therapists, Social Workers)	16.6	11.2
Counselors or Psychologists	2.2	5.4
Tutors	11.8	5.5
Clerical/Secretarial	51.9	51.0
Other	11.8	28.7
Total	1,236.0	934.8

In-Service Training

Number of Title I projects that had pre-service and/or in-service training for teachers or aides on the topics below:

Training Topic	Teachers	Aides
Orientation to Title I Projects	185	92
Project Planning and Design	135	46
Subject Matter Area	192	83
Use and Duties of Teacher Aides	85	85
Use of Supportive Services	88	32
Dissemination of Research Results	52	22
Evaluation Design	112	34
Other	32	11

A total of 704 Title I teachers received in-service training.

A total of 437 Title I teacher aides received in-service training.

Number of projects whose personnel received training within the specified range of hours:

Hours of Training	Teachers	Aides
Fewer than 8 hours	64	55
9–16 hours	73	28
17–32 hours	54	23
33–64 hours	37	7
More than 64 hours	8	4

Approximately $81,159 in Title I funds was expended for in-service training during the year.

C. Parent Advisory Councils

A total of 4,409 persons served as members of 600 building and/or districtwide PAC's in participating LEA's.

In 599 of the 600 PAC's, the majority of members were parents of Title I students.

411 PAC's used needs assessment information to make recommendations about the most pressing needs that should be concentrated upon by Title I programs.

424 PAC's reviewed periodic progress reports.

448 PAC's reviewed evaluations of current Title I projects.

427 PAC's reviewed evaluations of previous Title I projects.

496 PAC's informed and consulted parents about Title I services.

443 PAC's advised the LEA about the Title I application.

Number of LEA's which provided the following types of information or service to their PAC's

Copies of the Title I Act, Federal and State regulations and guidelines	228
Copies of the LEA's current application	226
Progress reports of Title I projects	226
Orientation and training materials	190
Plans for future Title I projects	230
Needs assessment data from Title I projects	222
Evaluation results of prior Title I projects	222
Procedures for promptly responding to complaints and suggestions from parents	206
Funds to promote PAC activities	113

D. Materials, Evaluation, Tests

Each participating LEA was asked to report the types of commercially available reading materials employed in local Title I reading activities.

196 LEA's used Readers Digest Skill Builder
201 LEA's used SRA Kits
196 LEA's used cassette tapes from various sources
189 LEA's used Barnell—Loft
163 LEA's used Benefic Press
159 LEA's used Scholastic
143 LEA's used Economy Company
139 LEA's used McGraw Hill
122 LEA's used Continental Press
120 LEA's used Lyons and Carnahan
111 LEA's used Hoffman
81 LEA's used Bowmar
78 LEA's used Systems 80
82 LEA's used Psycho-Technics
53 LEA's used Random-Singer
29 LEA's used Alpha-One
38 LEA's used Sounds of Language
25 LEA's used Fountain Valley
137 LEA's used Educational Development Lab (E.D.L.)
157 LEA's used programmed learning materials from various other sources

Participating LEA's were asked to identify the test used to measure gains for each student participating in regular term reading or math.

Reading Tests Used

9,065 reading students were tested with Stanford Achievement
5,172 reading students were tested with California Achievement
4,312 reading students were tested with Gates MacGinitie
1,591 reading students were tested with SRA Assessment Survey
1,562 reading students were tested with Metropolitan Achievement
1,231 reading students were tested with Stanford Diagnostic Reading Test
1,047 reading students were tested with Iowa Test of Basic Skills

For the remainder of reading students, other tests were used or the test used was not identified.

Math Tests Used

6,860 math students were tested with Stanford Achievement
4,662 math students were tested with California Achievement
682 math students were tested with SRA Assessment Survey
433 math students were tested with Iowa Test of Basic Skills
424 math students were tested with Stanford Diagnostic Math Test
291 math students were tested with Metropolitan Achievement

For the remainder of math students, other tests were used or the test used was not identified.

In an attempt to identify the costs associated with Title I evaluation, participating LEA's were asked to provide the following cost estimates for evaluation activities:

Cost of Testing Materials	$71,375
Cost of Staff Time (including teacher time) to administer, score, record pre-tests and post-tests	$234,849
Cost of staff time to prepare evaluation report (to SEA)	$45,213
Cost for services of local project evaluations (exclusive of costs listed above)	$21,267
TOTAL	$372,704
Amount of above total funded with Title I monies	$273,273 = 73%

The above Title I expenditure estimate for evaluation represents 2.1% of the total fiscal year Title I allocation of $12,799,697.

V. Program Operation – State Education Agency

A. Program Administration

The United States Office of Education (USOE) develops regulations and guidelines for administering the Title I program and provides consulting services to State Education Agencies.

To participate in the program, states are required to submit applications to USOE for review and approval. Each state is required to ensure that it will administer the program and submit reports in accordance with the act and USOE Title I program regulations.

KSDE's major responsibilities are to:

- approve or disapprove project applications submitted by local education agencies after determining whether the projects are designed to comply with the intent of Title I,
- ensure that Title I funds are used for approved projects, and
- adopt fiscal control and accounting procedures to ensure that federal funds received from USOE are properly disbursed and accounted for.

The act authorized payments to a state to defray its cost of administering the program and of providing technical assistance to local education agencies. The law authorizes 1.5 percent of the total grants available with a minimum guarantee of $225,000.

Local education agencies, which administer public education up to and including grade 12 in a county, township, or other school district, are responsible for developing and implementing Title I programs. The term "program" refers to all the projects which a local education agency proposes under Title I. The program may consist of one or more projects, and each project is generally subdivided into project activities.

Local education agencies are responsible for determining school areas eligible for participation, identifying the educationally deprived children in these areas, determining the special needs of such children, developing projects responsive to the priority needs of these children, adopting procedures for evaluating the effectiveness of major project activities, submitting applications to the state education agency for grants, and carrying out the projects in accordance with their approved applications and USOE regulations.

Children in private schools are to be given an opportunity to participate in the Title I program on the same basis as public school children. Local education agencies are to maintain administrative direction and control over Title I activities conducted in private schools.

B. Overview of Administration

Although Title I provides funding for local education agencies, it is not a simple program of grants to jurisdictions. Title I funds are distributed to local education agencies, but their use is limited to special educational services for educationally disadvantaged children residing in low-income areas. In order to ensure that the state and the local districts understand and comply with the purposes of the program, the federal government develops and disseminates official policies about the implementation of the program. The Department of Health, Education, and Welfare uses two principal methods in developing such policies and communicating them to the state and local districts. The first method entails issuing general policies about program implementation. The second method consists of monitoring and enforcing compliance with the existing rules.

The state exercises important influence over the operation of the Title I program. State rulemaking and management, which include responsibility for the actual approval and review of district activities, have an impact on programs over and above that extended by the federal legal framework and federal administration. In performing its responsibilities, the state is expected to complement federal management and implement congressional policy. It is expected to provide managerial direction to school districts so that quality services of a supplementary nature are delivered at the local level to the intended beneficiaries.

The current legal framework provides eleven major administrative responsibilities for the states, including

- grant distribution,
- application approval,
- rulemaking and interpretation,
- monitoring,
- enforcement,
- technical assistance,
- information dissemination,
- fiscal management,
- evaluation,
- reporting to the federal government, and
- complaint resolution.

C. Specific USOE Responsibilities for Title I

The Elementary and Secondary Education Act and its amendments include the following tasks as the responsibilities of the Commissioner of Education and/or the Office of Education:

1. Determine the funding allocation for eligible counties, state education agencies, outlying territories, and the Bureau of Indian Affairs in the U. S. Department of the Interior.

2. Approve applications from state education agencies for statewide Title I programs.

3. Withhold funds from any state education agency which fails to fulfill its obligations under Title I.

4. Develop and disseminate regulations, program guides, and other materials affecting the administration of Title I.

5. Monitor state and local Title I programs.

6. Provide technical assistance to state education agencies and, with state approval, to local school districts.

7. Require parental involvement in programs which would benefit from it.

8. Inform the public about federally supported education programs.

9. Compile fiscal, statistical, and program reports evaluating the effectiveness of Title I for submission to Congress and use by the general public.

D. Specific KSDE Responsibilities for Title I

Among the specific duties of the State Department of Education according to Title I law and regulations are as follows:

1. Administer the statewide Title I program.

2. Apply for funds, plan, operate, and evaluate statewide Title I programs for migrant children, children in state institutions for the neglected or delinquent, and handicapped children.

3. Apply for incentive grants if eligible.

4. Approve or reject local Title I applications on the basis of their following Title I regulations.

5. Divide basic Title I grant money among local school districts.

6. Assist local school officials in the development of Title I projects.

7. Monitor local Title I projects.

8. Submit assurances to the Office of Education that Title I regulations are being followed in the state.

9. Maintain fiscal records of all grant funds.

10. Compile reports as needed, based on information gathered from local school districts, to submit to the Office of Education.

11. Investigate complaints about local Title I activities and report back to the complainant.

12. Complete evaluation and dissemination responsibilities of the State for its Title I program.

13. Audit compliance agreements and resolution.

E. The Criteria for Approving Local Programs

Kansas Title I programs must be restricted to corrective and/or preventive educational activities designed to meet the special educational needs of the educationally deprived children residing in target areas:

When applying the above guidelines, several federal regulations must be adhered to:*

1. Title I activities must be programmed so that those activities will be concentrated on a limited number of children.

2. The priority needs of educationally deprived children in the eligible attendance areas are determined in consultation with teachers, parents, private school authorities, and representatives of other agencies which have a genuine and continuing interest in such children. The evidence of need and the basis of the assignement of priorities must be documented. Pre-post standardized test results must be used as one criteria for program selection and evaluation.

3. The application must show that the Title I program is based on a consideration of the relative needs of children at all ages and grade levels and is designed to meet a limited number of high priority needs which cannot be met through the regular school program or other programs.

4. The Title I program and the regular school program must be planned and budgeted to assure the federal funds will supplement and not supplant state or local funds and that state and local funds will be used to provide services in the project areas that are comparable to the services provided in nonproject areas.

5. Each project must be tailored to contribute particularly toward meeting one or more of the special educational needs of educationally deprived children. Instructional services must be provided in a manner that will best meet those needs. In cases involving non-instructional auxiliary services intended to meet the special educational needs of educationally deprived children receiving instructional services under Title I, participation in non-instructional services under Title I must be limited to the educationally deprived children participating in the instructional program, except for screening to detect health deficiencies.

6. Title I is categorical aid; it is not general aid, and programs should not be designed to serve all students. Special attention should be given to the most severely educationally deprived children residing in areas of high concentration of low-income families.

*It should be mentioned here that this is a summary outline and that there also exists a Federal/State guideline booklet that details these requirements and states the authority.

7. Supportive services must be supplementary to services available and specifically designed to meet the special educational needs of the Title I participating children. A unique approach for utilizing a non-instructional service might be a legitimate Title I activity. The program must be specifically designed to meet the special educational needs of Title I children and include performance criteria for meeting those educational needs. Traditional services which meet general school needs are not approvable.

8. Parent Advisory Councils are mandated by law. Therefore, it is a must that councils be established that meet all requirements regarding this provision.

Title I funds cannot be used to finance librarians and/or librarian aides. Other supportive personnel, such as counselors, teacher aides, nurses, psychologists, social workers, cultural enrichment, etc., will be approved only if they are part of a comprehensive program and support Title I students in instructional activities. Salaries of these personnel must be prorated to reflect only the amount of time they serve Title I students. Supportive personnel that serve the entire population of a building cannot be paid solely from Title I funds. The comparability guideline requires that if a local education agency provides a particular service with state and local funds in a non-Title I school, it must provide the same service with state and local funds in Title I schools.

Title I funds cannot be used for remedial classes to help students pass state minimum competency tests. The Title I regulations state that Title I funds shall not be used to provide services which the applicant agency is required to provide by state law.

Since Title I is for educational programs, the Title I office does not approve swimming programs and recreational programs. Cultural enrichment programs must be educationally designed and directly related to upgrading the achievement level of the eligible sutdents. Once the target area is defined as eligible by the low-income criteria, then the program must be designed for the most severely educationally deprived students whether low-income or not.

Each unified school district is also responsible for implementing the following six steps in preparing to request funds for an ESEA Title I Project:

Step 1. Low-Income Schools: The first step in formulating an ESEA Title I Project is to define attendance areas which qualify for ESEA Title I by using the percentage of children from low-income families in each of his attendance centers. (In determining this percentage, count all children five through seventeen years of age from low-income families living in these centers – those enrolled in the public schools, those enrolled in private schools, and those not enrolled in any school.) This information usually comes from welfare rolls, free lunch, school surveys, or health statistics.

Step 2. Target School Identification: The requirements of a target school are met if the percent of students from low-income families meets or exceeds the district-wide average. An annual income of $4,000 to $5,000 is appropriate for determination of low-income families in a school district. Free and reduced price lunches are the most commonly used criteria for identification of low-income data.

Step 3. Target School Priority: Due to the shortage of ESEA Title I funds, all target schools may not be considered initially. It is the responsibility of the local education agency to rank these schools on the basis of percent of students from low-income families and select those schools with the highest percentage for inclusion in the program. All schools selected for Title I services must have a low-income percent at least equal to the district average.

Step 4. Educationally Deprived: The fourth step is to conduct a learner needs assessment collecting data on the incidence and severity of educational deprivation, particularly data on performance in the basic cognitive skills of reading and math among children in all eligible school attendance areas including children enrolled in private schools and local institutions for neglected and delinquent children. Children with the greatest educational needs must be selected to participate.

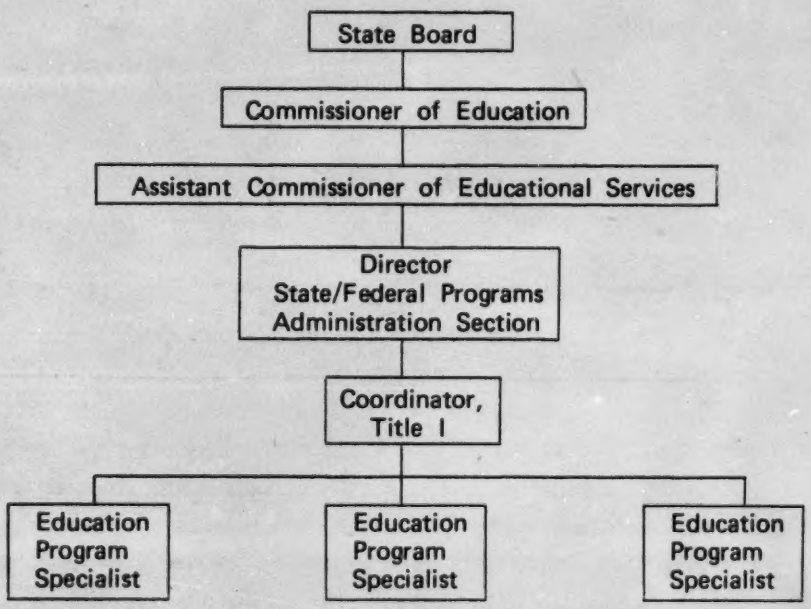
Step 5. Instructional Program: The instructional program provided by the local education agency with ESEA Title I funds must be designed to meet the specific learner needs identified in the selected target schools, making certain that the greatest amount of learner needs of children residing in

areas of the highest incidence of poverty are met first. The instructional program must be clearly supplementary to the regular educational program in terms of personnel, materials, and services. All aspects of the planned ESEA Title I instructional program are planned on the basis of learner needs.

Step 6. Accountability: Each project must develop performance objectives (learner outcomes) and process objectives (administrative, support and instructional activities) to serve as the basis for an annual evaluation report. It is assumed that all ESEA Title I project activities will demonstrate effectiveness through increased student learning in need areas.

F. Administrative Organization

Below is an organization chart that shows the reporting relationships of the professional staff of the section in the Kansas State Department of Education that administers the Kansas Title I program.



The administrative responsibilities of Title I, such as determining allocations, establishing regulations, completing and determining reporting requirements, audit settlements, evaluation requirements, etc., are handled by the State and Federal Programs Administration Section. The section consists of a director, coordinator, and three educational program specialists. The section also has administrative responsibilities of some other federal programs.

Currently three education program specialists are assigned the responsibilities of the Title I project approval and monitoring of schools for compliance. Title I funds are disbursed through the Division of Financial Services and audits of financial expenditures are under the supervision of this same division. The State and Federal Program Administration Section is responsible for close coordination of Title I activities within the various divisions and sections.

Program planning and development encompasses the interpretation of and compliance with federal and state guidelines. Needs assessment, selection of target attendance areas, comparability, selection of students, types of programs, parent involvement, advisory committees, general performance and process objectives, and the evaluation design are additional services. Services are extended during the annual Title I regional conferences, on-site visitations, visits to the state agency and telephone and written communications.

On-site visitations are conducted to observe programs in operation and to ensure that activities are implemented in accordance with program applications. A Monitoring Guide is given to local education agencies at the beginning of the program. This booklet answers questions related to the overall operation of the program. It is basically geared to the legal requirements of Title I. It serves as a guide for both the local officials and state program specialists in evaluating compliance with the Title I program. Prior to the on-site visitation by a program specialist, the local official studies and completes the questions pertaining to his program. All visitations are scheduled by the program specialist approximately one week in advance. The program specialist reviews the completed Monitoring Guide with the program director. The director is asked to support and document his program's compliance with Title I guidelines and the application. Topics in the Monitoring Guide concern attendance areas, participants, services, supportive services, staffing and staff development, comparability, parent involvement, dissemination, evaluation and fiscal management. This procedure is followed by observation of the program in operation and by conferences with the director and staff of the local program.

Major objectives of the monitoring visitations are as follows:

- to observe the administration of local education agency programs funded by Title I;
- to determine if Title I activities are being implemented in compliance with the program application;
- to learn about problems encountered by local education agencies in implementing Title I programs;
- to offer technical assistance and provide recommendations for Title I program improvement; and
- to provide administrative and consultative assistance involving special and immediate problems confronting Title I personnel as they implement their programs.

Each local education agency must submit an annual evaluation report for their approved Title I program. A guideline for the uniform collection of information is provided to each participating local education agency, which builds into the project, well defined performance objectives that can be measured to provide valid and reliable evidence of pupil achievement. The evaluation process and guidleines are explained in detail during the annual conference conducted by the state education agency staff for all administrators and program coordinators.

The program specialist advises program coordinators on proper and acceptable procedures of Title I program accounting and reimbursement. Auditors from the Fiscal Auditing Section of the State Department of Education audit each local education agency's Title I application annually and present a report to the state Title I office for review and action.

The ESEA Title I program in Kansas is committed to the concept of accountability. This involves both a state-level and local-level commitment to initiate Title I projects designed to meet the special educational needs of those educationally deprived children who have the greatest need for assistance. In striving for effectiveness, programs focus on learner needs in the areas of reading and mathematics with emphasis on preschool and the primary grades. Supportive services are supplementary to reading and mathematics and are designed to meet the special educational needs of Title I participating children.

In line with this policy, supportive personnel and services such as counselors, teacher aides, nurses, psychologists, social workers, cultural enrichment, etc., were approved only if components of a comprehensive program and if supportive of Title I students in instructional activities.

Federal regulations require a comprehensive assessment of the needs of educationally deprived children in the target areas of unified school districts. The state education agency places major emphasis on providing assistance to the local education agency relative to the procedures necessary to accomplish the assessment of needs. Documented student needs provide information enabling the state education agency to more effectively administer the Title I effort. The needs assessment guides local education agencies in designing more appropriate programs, and it delineates the bases for evaluating the Title I program. Needs assessment is explained in the State Title I Guideline and Instruction Handbook and is discussed at state Title I conferences for local education agency personnel. Explanations and examples of needs assessment summaries appeared in the State/Federal newsletter which is distributed monthly to the locals. The assessment of needs is incorporated in the Monitoring Guideline used by the program specialists during on-site visitations.

A series of conferences, geographically located for the local education agency's convenience, are conducted each spring by state education agency personnel. Administrators, federal program coordinators and other interested personnel from public and nonpublic schools attend these meetings. The Title I application evaluation and other pertinent information comprise the agenda. A total of 275 of the 285 participating local education agencies were represented at the regional meetings in May, 1978.

A Guidelines and Instructions for ESEA Title I manual is compiled for each fiscal year by the state education agency. This manual contains information such as state and federal regulations, general instructions, application criteria and definitions, complete directions for planning and developing programs, completed samples of all forms, fiscal and accounting provisions, evaluation planning, design and measurements, and all Title I forms to be used in the implementation of Title I programs. The manual contains solutions to numerous problems and answers to many questions that arise in fulfilling the requirements for a Title I program.

Cooperation between the Fiscal Auditing Section and the State and Federal Programs Administration Section of the State Department of Education contributes significantly to quality improvement of Title I programs. The auditors annually audit all local

education agency Title I budgets. Their findings are sent to state Title I program specialists who in turn "follow-up" on the audit report.

The state education agency continually requests local education agencies to be more selective in identifying Title I participants. Documentation is necessary in assessing the needs of educationally deprived children. The most pressing needs must be met first. So that resources are not too thinly spread, a minimum expenditure of $300 per student is strongly recommended. Supportive services must be supplementary and specifically designed to meet the special educational needs of the Title I participating children. Specific objective tests are recommended for use by local programs and where they are not possible, standardized measurement forms are provided so that results can be compared.

The Title I office has developed easy-to-use standardized forms and procedures for program evaluation as well as procedures for computer analysis of the results of the programs on a statewide basis. Quantitative data summaries and analyses of all local programs are presented along with a complete analysis of district and student participation each year in the annual statewide evaluation report. Each local program receives a feedback document that contrasts the results of its program with the results of other programs and with the state averages for gains achieved.

The Kansas Title I programs follow the procedure for good program accountability as required by the United States Office of Education and federal auditors.

Cooperative effort among sections of the State Department of Education promotes quality in Title I programs. The following activities exemplify this united effort:

1. Eight in-service workshops for Title I teachers were coordinated by State Title I personnel and the State Right-to-Read specialist. Approximately one hundred teachers attended these sessions which were conducted by contracted consultants.

2. The State Right-to-Read plan, designed to bring measurable improvements in the reading skills and attitudes of Kansas children, sponsored workshops to acquaint reading teachers with reading related programs, suggestions, and materials. Topics for the workshops included: (1) individualized reading, (b) reading diagnosis, (c) use of newspapers in reading, (d) educational television, (e) school visitations and libraries, and (f) behavioral and/or performance objectives. Participants attending the workshops were expected to return to their own school districts and conduct in-service training sessions for fellow teachers.

3. State Title I coordinators of Region VII (Kansas, Missouri, Iowa, Nebraska) attended their fourth annual conference in Kansas City. The two-day conference, also attended by some four hundred teachers and administrators, covered current successful projects, information exchange, needs assessment, and evaluation techniques.

PART II

PROGRAMS IN STATE INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

I. INTRODUCTION

The Elementary and Secondary Education Act (ESEA) of 1965, Public Law 89-10, Title I as amended by Public Law 89-750, provides for grants to support programs designed to meet the special educational needs of neglected and delinquent children living in institutions.

For the fiscal year addressed by this report (1978) Kansas received grant monies totaling $247,520 for operation of programs in state and locally operated institutions for neglected and delinquent children.

Three state operated institutions were funded in fiscal 1978. They were:

Youth Center at Atchison
Youth Center at Beloit
Youth Center at Topeka

Also, the Kansas State Industrial Reformatory (KSIR) operated a project utilizing 89-750 funds.

In addition, locally operated institutions for neglected and delinquent children are eligible for inclusion in county aggregate maximum grants under Title I of PL 89-10.

II. OVERVIEW OF P.L. 89-750 PROGRAMS

A. BACKGROUND

During the reporting period a total of 493 children participated in Title I (P.L. 890750) programs at state operated institutions for neglected and delinquent children and at KSIR.

237 students participated at Youth Center Center at Topeka
64 students participated at Youth Center at Beloit
100 students participated at Youth Center at Atchison
92 students participated at KSIR

All three neglected and delinquent institutions and KSIR conducted both Title I reading/language arts activities and Title I math activities.

B. PARTICIPANTS

To select individuals for program participation, one of the four neglected and delinquent institutions and KSIR utilized standardized testing procedures. One project selected students who were below the 35th percentile and one selected students who were below the 25th percentile.

All participating institutions defined their program objectives in terms of test-demonstrated gains, though objectives were stated using the grade equivalent metric.

C. ACHIEVEMENTS

Reading

	Average Pre-Test NCE	Average Post-Test NCE	Average NCE Gain
Youth Center at Atchison	16.34	17.54	1.20
Youth Center at Topeka	26.18	34.81	8.63
KSIR	48.69	52.44	3.75

Compatible data was not reported for the Youth Center at Beloit.

Math

	Average Pre-Test NCE	Average Post-Test NCE	Average NCE Gain
Youth Center at Atchison	16.45	18.91	2.46
Youth Center at Topeka	20.46	26.69	6.23
KSIR	55.57	64.50	8.93

Compatible data was not reported for the Youth Center at Beloit.

D. STAFF PERSONNEL

At the three state neglected and delinquent institutions, a total of 6.5 (FTE) certificated teachers were funded with P.L. 89-750 monies. Also funded were 0.1 (FTE) teacher aides and 1.4 (FTE) tutors. In addition to instructional staff personnel, funds were also expended for 1.1 (FTE) administrative and clerical personnel. In addition 12 volunteer personnel were utilized.

At KSIR, Title I funds supported: Administrator (1.0), secretary (1.0), teachers (2.0), and aides (2.0).

E. INSERVICE TRAINING

Inservice training for teachers at participating institutions focuses primarily on subject matter areas and on orientation to teaching in the institutionalized environment.

Amounts of inservice training provided ranged from less than 16 hours at one institution to more than 64 hours at another.

The three neglected and delinquent institutions reported Title I expenditures totaling $8,702 for inservice training. KSIR reported an expenditure of $164.

III. STATE ADMINISTRATION

A. PROGRAM DEVELOPMENT

The Kansas State Department of Education administers programs for neglected and delinquent children under Public Law 89-750 as a component of the state's total Title I operation.

In addition to providing workshops, literature and directive guidance, the state Title I staff provides general consultative services to Title I personnel and administrators in the planning and development of eligible programs. The state staff provides expertise in administration, fiscal management and evaluation as programs are formulated.

At each participating institution, responsibility for implementation and administration of institutional programs rests with the superintendent. Educational programs within the institutions are designed to meet the needs of the institutionalized clients (children), most of whom display severe emotional or behavioral problems.

Development of institutional educational programs for neglected and delinquent children follows procedures similar to those utilized in public school systems:

- Institutional staff members develop an assessment of the needs of the children under their supervision.

- Based on an analysis of the assessed needs, a preliminary program plan is formulated for preliminary approval.

- If approved, a draft of the program plan is presented to the Kansas State Department of Education's P.L. 89-750 program specialist for neglected and delinquent children.

- After review, advisement and consultation with the state educational agency, the institution's coordinator for federal programs prepares a formal application reflecting the finalized program plan.

B. PROGRAM APPROVAL AND IMPLEMENTATION

Upon formal approval of the final program plan and application, the State Title I Coordinator sets normal processing machinery in motion.

Once approved, responsibility for implementing a program is in the hands of the institutional administrator and his staff who develop and apply appropriate techniques and procedures to achieve the stated program objectives. The state educational agency assumes a monitoring role with programs in operation.

C. PROGRAM EVALUATION

Institutions conducting approved programs under P.L. 89-750 are provided with a guideline for use in evaluating and reporting on the success of the program. This summary report is derived from information provided by participating institutions.

Periodically, and upon request, State Title I staff members conduct on-site visitations of approved institutional programs to observe program operation. They provide consultative services and resource interface with institutional program staff members.

D. PROGRAM DISSEMINATION

There are numerous out-of-state requests for information on Kansas educational programs for neglected and delinquent children in institutions. To meet this demand for information, Kansas Evaluation Reports are provided to other states on an exchange basis. In addition, Evaluation Reports are placed in libraries at every Kansas university, college and junior college. Supplementary reports as well as those required are provided to the U. S. Office of Education.

The "Title I Newsletter" is circulated among federal program coordinators to keep them up to date on news notes, announcements and other information pertinent to ESEA, Title I programs.

A Title I dissemination document, published annually, includes informational material on institutional programs for neglected and delinquent children. This dissemination document is distributed to local educational agencies, to universities, colleges and junior colleges, and to Title I agencies in other states.

Less formal dissemination occurs when institutional staff members respond to requests for topical programs or addresses from professional and service organizations.

Student produced work and other program related materials are frequently included in exhibits which are observed by children's parents and others. Counselors who work with children in the programs also provide parents with information concerning the programs. Acccounts and features in local newspapers are an additional dimension to the program dissemination function.

PART III
APPENDICES

STATEWIDE REGULAR TERM, 1977-78 TITLE I STUDENT INFORMATION PAGE 1

GRADE	ALL TEST SCORES READING NUMBER OF STUDENTS	READING AVG PRE NCE	READING AVG POST NCE	READING AVG NCE GAIN	ALL TEST SCORES MATH NUMBER OF STUDENTS	MATH AVG PRE NCE	MATH AVG POST NCE	MATH AVG NCE GAIN	TEST SCORES WITHIN NORMING DATES READING NUMBER OF STUDENTS	READING AVG PRE NCE	READING AVG POST NCE	READING AVG NCE GAIN	TEST SCORES WITHIN NORMING DATES MATH NUMBER OF STUDENTS	MATH AVG PRE NCE	MATH AVG POST NCE	MATH AVG NCE GAIN
1	2024 8.8%	35.2	52.1	16.9	986 9.5%	30.6	45.2	14.5	177 10.7%	36.0	49.1	13.2	22 5.7%	16.0	47.0	31.1
2	3745 16.3%	32.5	45.8	13.4	1042 10.1%	30.8	42.2	11.4	302 18.3%	37.3	46.8	9.5	56 14.5%	37.2	50.9	13.7
3	3320 14.5%	32.1	42.3	9.9	1524 14.7%	28.3	38.8	10.5	230 13.9%	37.9	45.1	7.2	72 18.7%	29.2	40.2	10.9
4	3153 13.8%	29.7	39.5	9.9	1510 14.6%	25.2	38.4	13.2	174 10.5%	33.7	41.2	7.5	53 13.7%	25.9	36.0	10.1
5	2750 12.0%	30.2	39.0	8.7	1528 14.7%	26.5	38.9	12.4	191 11.6%	29.8	38.6	8.8	65 16.8%	33.1	38.3	5.1
6	2423 10.6%	29.8	36.7	6.9	1457 14.1%	26.9	37.8	10.8	94 5.7%	31.2	35.1	3.9	48 12.4%	34.1	39.9	5.8
7	2181 9.5%	30.0	35.9	5.9	928 9.0%	27.9	35.0	7.1	233 14.1%	31.0	36.7	5.7	31 8.0%	35.2	46.9	11.7
8	1291 5.6%	31.0	35.9	4.9	598 5.8%	29.9	36.8	7.0	80 4.8%	35.4	40.4	5.0	29 7.5%	33.4	46.8	13.3
9	618 2.7%	29.0	34.5	5.5	248 2.4%	27.0	31.2	4.2	39 2.4%	45.8	48.4	2.5	0 0.0%	0.0	0.0	0.0
10	504 2.2%	26.4	33.7	7.4	62 0.6%	18.7	27.3	8.6	7 0.4%	54.1	64.3	10.2	0 0.0%	0.0	0.0	0.0
11	143 0.6%	25.0	30.3	5.3	29 0.3%	21.3	30.7	9.4	7 0.4%	57.0	65.5	8.5	0 0.0%	0.0	0.0	0.0
12	93 0.4%	24.9	30.6	3.7	11 0.1%	16.8	22.3	5.5	2 0.1%	35.2	39.8	4.6	0 0.0%	0.0	0.0	0.0
PREK	28 0.1%	40.3	59.8	19.5	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
KIND	404 1.8%	41.2	56.9	15.7	388 3.7%	30.9	40.0	9.1	89 5.4%	72.5	75.9	3.4	0 0.0%	0.0	0.0	0.0
UNGR	132 0.6%	36.3	48.2	11.9	45 0.4%	37.9	40.8	2.8	26 1.6%	32.6	38.8	6.2	10 2.6%	32.2	33.2	1.0
TOTAL	22918	31.3	41.1	9.8	10460	27.9	38.9	10.9	1651	38.8	46.5	7.7	386	31.3	42.0	10.7

A. Regular Term Student Data Summary

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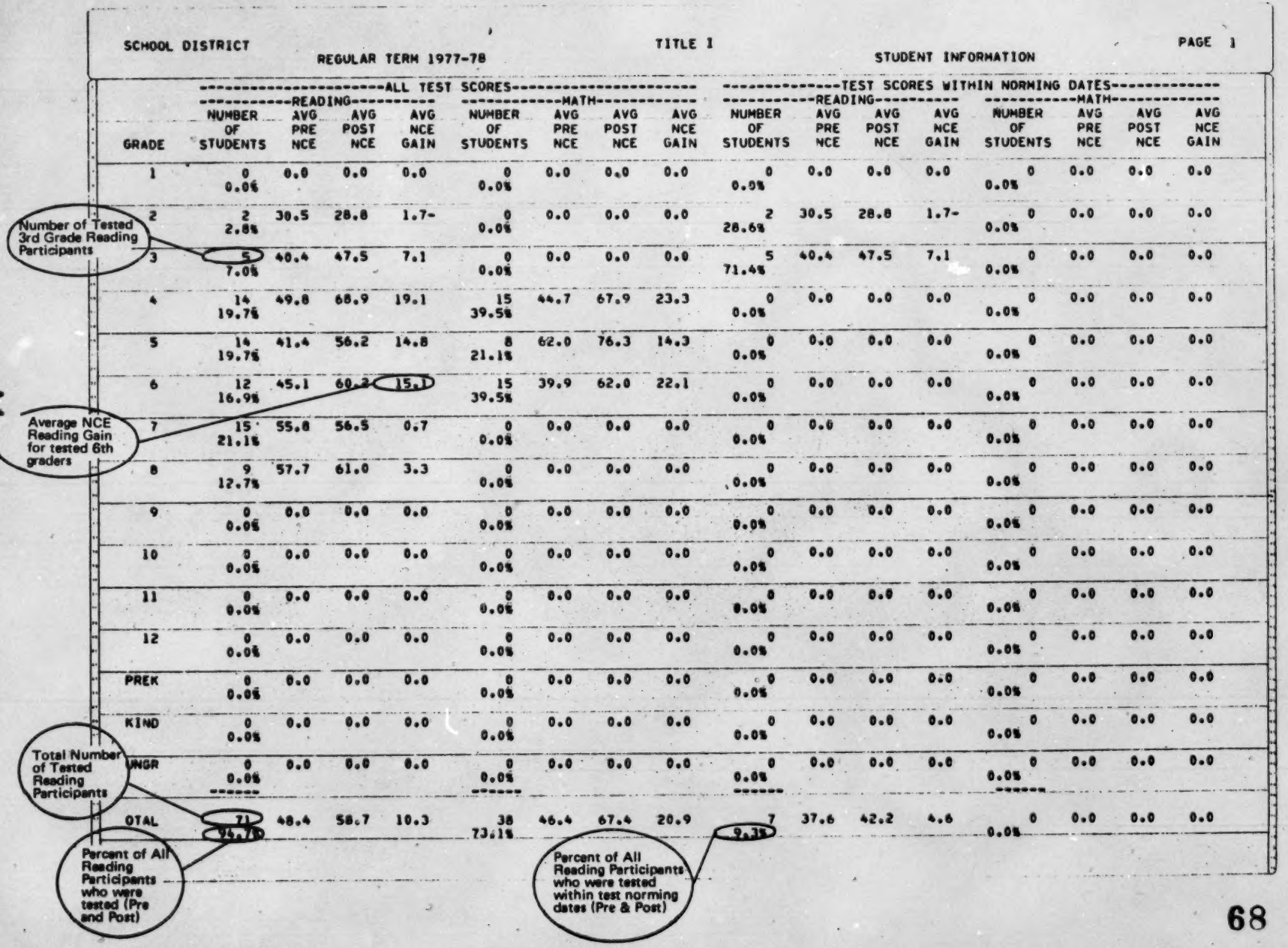
GRADE	ACTIVITIES: READING	MATH	SCIENCE	SOCIAL PHYS ED	HEALTH EDUCATION	SPECIAL EDUCATION	VOCATIONAL OTHER	
1	3361 79.48%	1766 41.76%	7 0.17%	7 0.17%	0 0.00%	11 0.26%	0 0.00%	74 1.75%
2	4572 91.46%	1836 36.73%	5 0.10%	5 0.10%	0 0.00%	3 0.06%	0 0.00%	50 1.00%
3	4066 88.28%	2170 47.11%	9 0.20%	9 0.20%	1 0.02%	4 0.09%	0 0.00%	39 0.85%
4	3719 96.41%	2124 49.35%	12 0.28%	17 0.39%	0 0.00%	2 0.05%	0 0.00%	49 1.14%
5	3265 94.04%	2083 53.62%	3 0.08%	3 0.08%	0 0.00%	0 0.00%	0 0.00%	31 0.80%
6	2497 85.23%	1997 58.75%	3 0.09%	3 0.09%	1 0.03%	1 0.03%	0 0.00%	31 0.91%
7	2815 91.69%	1837 59.84%	2 0.07%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	46 1.50%
8	1680 88.51%	1167 61.49%	6 0.32%	4 0.21%	0 0.00%	0 0.00%	0 0.00%	49 2.58%
9	852 85.40%	606 61.03%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	91 9.16%
10	758 91.44%	525 63.33%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	62 7.48%
11	205 83.06%	109 43.95%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	32 12.90%
12	135 84.38%	54 33.75%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	16 10.00%
PREK	40 10.13%	6 1.52%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	384 97.22%
KIND	568 48.75%	674 58.05%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	53 4.57%
UNGR	220 79.14%	180 64.75%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 0.36%	0 0.00%
TOTAL	29152 94.61%	17134 49.73%	47 0.14%	49 0.14%	2 0.01%	21 0.06%	1 0.00%	1007 2.93%

GRADE	SEX: MALE	SEX: FEMALE	TYPE SCHOOL: PUBLIC	TYPE SCHOOL: NON-PUBLIC	ETHNIC GROUP: CAUCASION	ETHNIC GROUP: BLACK	ETHNIC GROUP: SPANISH SURNAMED	ETHNIC GROUP: AMERICAN INDIAN	ETHNIC GROUP: ORIENTAL POLYNESIAN	ETHNIC GROUP: OTHER	TOTAL STUDENTS
1	2525 59.71	1700 40.20	4050 95.77	176 4.16	3326 78.65	559 13.22	242 5.72	56 1.32	19 0.45	25 0.59	4227 12.27
2	3006 60.13	1991 39.83	4770 95.42	224 4.48	3875 77.52	744 14.88	260 5.20	77 1.54	21 0.42	15 0.30	4997 14.51
3	2737 59.42	1868 40.56	4392 95.35	214 4.65	3447 74.84	849 18.43	226 4.91	52 1.13	15 0.33	11 0.24	4605 13.37
4	2526 58.69	1776 41.26	4102 95.31	200 4.65	3116 72.40	855 19.87	235 5.46	54 1.25	18 0.42	12 0.28	4304 12.49
5	2293 58.76	1601 41.21	3695 95.11	189 4.86	2784 71.66	804 20.69	205 5.28	57 1.47	16 0.41	10 0.26	3885 11.28
6	2001 58.87	1398 41.13	3224 94.85	175 5.15	2301 67.70	860 25.30	162 4.77	44 1.29	12 0.35	12 0.35	3399 9.87
7	1857 60.49	1211 39.45	2906 94.66	164 5.34	1971 64.20	877 28.57	165 5.37	14 0.46	23 0.75	7 0.23	3070 8.91
8	1164 61.33	733 38.62	1729 91.10	169 8.90	1374 72.39	376 19.81	98 5.16	10 0.53	14 0.74	8 0.42	1898 5.51
9	606 61.03	387 38.97	973 97.99	20 2.01	515 51.93	295 29.71	57 5.74	6 0.60	7 0.70	6 0.60	993 2.88
10	475 57.30	354 42.70	816 98.43	13 1.57	342 41.25	436 52.59	34 4.10	1 0.12	5 0.60	10 1.21	829 2.41
11	153 61.69	95 38.31	239 96.37	8 3.23	123 49.60	100 40.32	9 3.63	1 0.40	3 1.21	6 2.42	248 0.72
12	110 68.75	50 31.25	160 100.00	0 0.00	101 63.13	50 31.25	4 2.50	1 0.63	3 1.88	1 0.63	160 0.46
PREK	229 57.27	165 41.77	392 99.24	2 0.51	212 53.67	145 36.71	22 5.57	8 2.03	0 0.00	4 1.01	395 1.15
KIND	675 58.14	486 41.86	1152 99.22	9 0.78	876 75.45	150 12.92	85 7.32	24 2.07	5 0.43	17 1.46	1161 3.37
UNGR	143 51.44	113 40.65	256 92.09	0 0.00	192 69.06	56 20.14	5 1.80	2 0.72	0 0.00	0 0.00	278 0.81
TOTAL	20490 59.47	13728 40.42	32856 95.36	1563 4.54	24655 71.56	7156 20.77	1809 5.25	407 1.18	161 0.47	146 0.42	34454 100.00

HOW TO READ THE PRINTOUT



SCHOOL DISTRICT — REGULAR TERM 1977-78 — TITLE I — STUDENT INFORMATION — PAGE 1

GRADE	ALL TEST SCORES: READING NUMBER OF STUDENTS	READING AVG PRE NCE	READING AVG POST NCE	READING AVG NCE GAIN	ALL TEST SCORES: MATH NUMBER OF STUDENTS	MATH AVG PRE NCE	MATH AVG POST NCE	MATH AVG NCE GAIN	TEST SCORES WITHIN NORMING DATES: READING NUMBER OF STUDENTS	READING AVG PRE NCE	READING AVG POST NCE	READING AVG NCE GAIN	TEST SCORES WITHIN NORMING DATES: MATH NUMBER OF STUDENTS	MATH AVG PRE NCE	MATH AVG POST NCE	MATH AVG NCE GAIN
1	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
2	2 2.8%	30.5	28.8	1.7-	0 0.0%	0.0	0.0	0.0	2 28.6%	30.5	28.8	1.7-	0 0.0%	0.0	0.0	0.0
3	5 7.0%	40.4	47.5	7.1	0 0.0%	0.0	0.0	0.0	5 71.4%	40.4	47.5	7.1	0 0.0%	0.0	0.0	0.0
4	14 19.7%	49.8	68.9	19.1	15 39.5%	44.7	67.9	23.3	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
5	14 19.7%	41.4	56.2	14.8	8 21.1%	62.0	76.3	14.3	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
6	12 16.9%	45.1	60.2	15.1	15 39.5%	39.9	62.0	22.1	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
7	15 21.1%	55.8	56.5	0.7	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
8	9 12.7%	57.7	61.0	3.3	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
9	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
10	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
11	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
12	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
PREK	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
KIND	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
UNGR	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0	0 0.0%	0.0	0.0	0.0
OTAL	71 96.7%	48.4	58.7	10.3	38 73.1%	46.4	67.4	20.9	7 9.3%	37.6	42.2	4.6	0 0.0%	0.0	0.0	0.0

Number of Tested 3rd Grade Reading Participants

Average NCE Reading Gain for tested 6th graders

Total Number of Tested Reading Participants

Percent of All Reading Participants who were tested (Pre and Post)

Percent of All Reading Participants who were tested within test norming dates (Pre & Post)

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HOW TO READ THE PRINTOUT

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GRADE	ACTIVITIES: READING	MATH	SCIENCE	SOCIAL PHYS ED	HEALTH EDUCATION	SPECIAL EDUCATION	VOCATIONAL	OTHER
1	0 0.00%	5 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
2	2 28.57%	7 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
3	5 71.43%	2 28.57%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
4	14 70.00%	15 75.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
5	17 73.91%	8 34.78%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
6	13 65.00%	15 75.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
7	15 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
8	9 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
9	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
10	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
11	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
12	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
PREK	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
KIND	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
UNGR	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
TOTAL	75 70.75%	52 49.06%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%

Number of 4th Grade Reading Participants

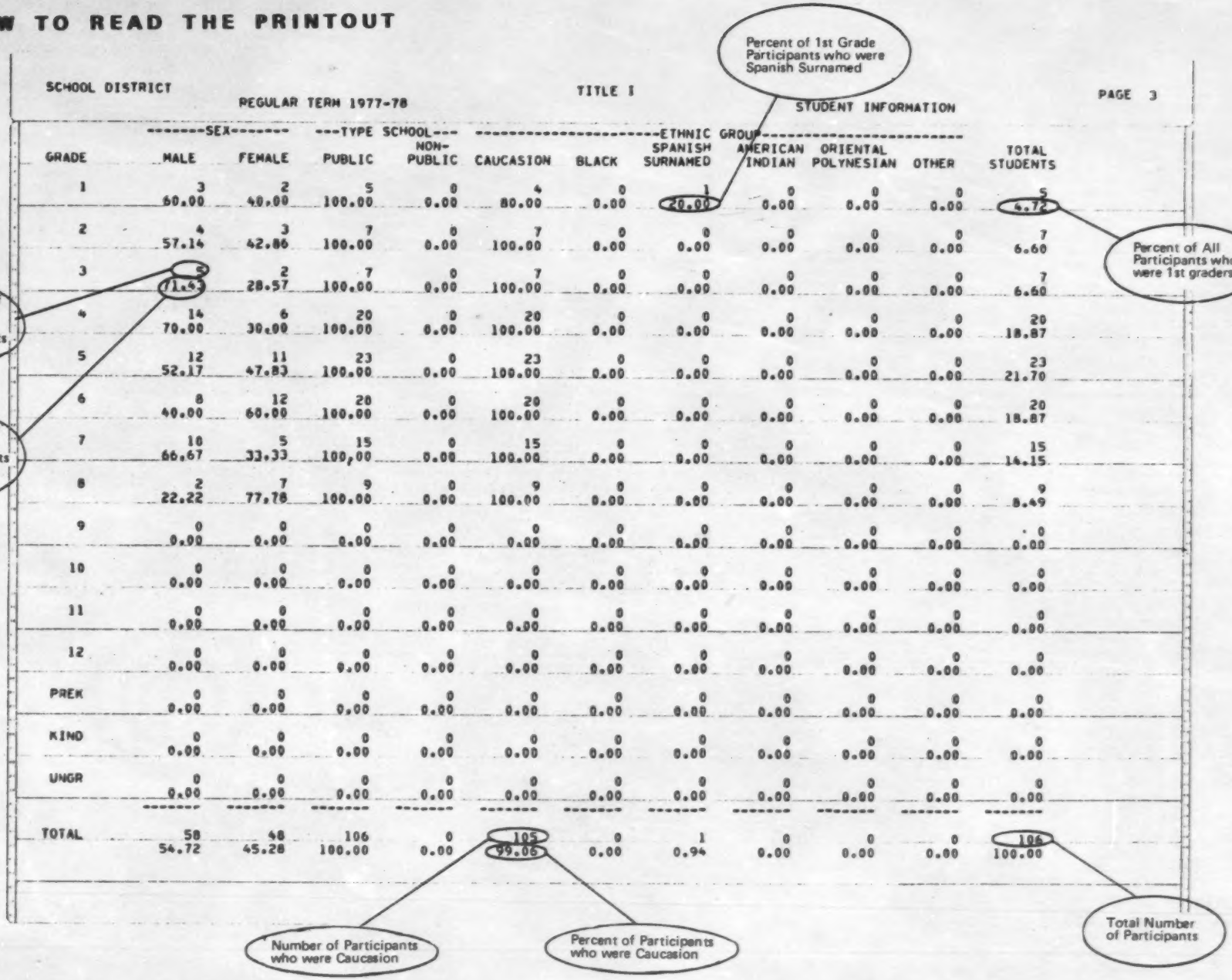
Percent Reading Particip who we 4th grac

Total Number of Reading Participants

Percent of All Participants who were in reading activities

A-5

HOW TO READ THE PRINTOUT


Percent of 1st Grade Participants who were Spanish Surnamed
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Percent of All Participants who were 1st graders
Number of 5th Grade Male Participants
Percent of 5th Grade Participants who were Male
Number of Participants who were Caucasion
Percent of Participants who were Caucasion
Total Number of Participants

GRADE	SEX: MALE	SEX: FEMALE	TYPE SCHOOL: PUBLIC	TYPE SCHOOL: NON-PUBLIC	ETHNIC GROUP: CAUCASION	ETHNIC GROUP: BLACK	ETHNIC GROUP: SPANISH SURNAMED	ETHNIC GROUP: AMERICAN INDIAN	ETHNIC GROUP: ORIENTAL POLYNESIAN	ETHNIC GROUP: OTHER	TOTAL STUDENTS
1	3 60.00	2 40.00	5 100.00	0 0.00	4 80.00	0 0.00	1 20.00	0 0.00	0 0.00	0 0.00	5 4.72
2	4 57.14	3 42.86	7 100.00	0 0.00	7 100.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	7 6.60
3	5 71.43	2 28.57	7 100.00	0 0.00	7 100.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	7 6.60
4	14 70.00	6 30.00	20 100.00	0 0.00	20 100.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	20 18.87
5	12 52.17	11 47.83	23 100.00	0 0.00	23 100.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	23 21.70
6	8 40.00	12 60.00	20 100.00	0 0.00	20 100.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	20 18.87
7	10 66.67	5 33.33	15 100.00	0 0.00	15 100.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	15 14.15
8	2 22.22	7 77.78	9 100.00	0 0.00	9 100.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	9 8.49
9	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
10	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
11	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
12	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
PREK	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
KIND	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
UNGR	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00
TOTAL	58 54.72	48 45.28	106 100.00	0 0.00	105 99.06	0 0.00	1 0.94	0 0.00	0 0.00	0 0.00	106 100.00

A-6

B. Regular Term Program and Achievement Synopsis

SEA GENERAL INFORMATION

State KANSAS (1977-78) Regular Term

Participation

Grade Levels Served	Number of Students Served (Unduplicated Count) Public	Nonpublic	Total
Pre K	392	2	394
K	1,152	9	1,161
1	4,050	176	4,226
2	4,770	224	4,994
3	4,392	214	4,606
4	4,102	200	4,302
5	3,695	189	3,884
6	3,224	175	3,399
7	2,906	164	3,070
8	1,729	169	1,898
9	973	20	993
10	816	13	829
11	239	8	247
12	160	0	160
Other (Ungraded)	256	0	256
Total Students:	32,856	1,563	34,419*

Participation by Project Area	Number of Students Served (Duplicated Count)
Verbal	29,152
Numerical	17,134
Other Academic (specify):	1,091
Affective	0
Support Services	0
Other Nonacademic (specify):	0

Impact Reporting

Number of Title I projects statewide	260
Number of Title I projects reporting achievement-test data	260

*An additional 35 participants were not identified by Public or Non-Public school attendance. Total served (34,419 + 35) = 34,454.

GENERAL GENERAL GENERAL GENERAL GENERAL GENERAL GENERAL GENERAL GENERAL

State KANSAS (1977-78) Regular Term

Number of buildings in the SEA with Title I projects	650
Number of building-level PACs in the SEA	600
Number districts in the state having Title I projects	260
Number of district-level PACs in the state	260
Number of PACs (including district-level PACs) that have a majority of members who are parents of Title I students	599

Give the total number of PACs that engaged in the following activities:

Used needs assessment information to make recommendations about the most pressing needs that should be concentrated upon by Title I programs	411
Reviewed periodic progress reports	424
Reviewed evaluations of current Title I projects	448
Reviewed evaluations of previous Title I projects	427
Informed and consulted parents about Title I services	496
Advised the LEA about the Title I application	443

Total number of LEAs that provided each of the following types of information and/or assistance to their PACs:

Copies of the Title I Act, Federal and State regulations and guidelines.	228
Copies of the LEA's current application.	217
Progress reports of Title I projects.	226
Orientation and training materials.	190
Plans for future Title I projects.	230
Needs assessment data from Title I projects.	222
Evaluation results of prior Title I projects.	222
Procedures for promptly responding to complaints and suggestions from parents.	206
Funds provided to promote PAC activities.	113

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PROJECTS COST, PERSONNEL, AND TRAINING INFORMATION page 3 of 7

State KANSAS (1977-78) Regular Term

Title I Funds	+ Other Supplementary Funds	= Total Projects Cost
$12,799,697.	–	$12,799,697.

Type of Personnel Employed in the Title I Projects	Number (FTE)
Directors or Coordinators	64.1
Teachers	338.3
Aides	452.1
Subject Matter Specialists	287.2
Resource Personnel	16.6
Counselors or Psychologists	2.2
Other	11.8
Tutors	11.8
Clerical	51.9

Training. Number of Title I projects that have preservice and/or inservice training in the current year for either teachers or aides on the topics below:

Training Topic	Teachers	Aides
Orientation to Title I Projects	185	92
Project Planning and Design	135	46
Subject Matter Area	192	83
Use and Duties of Teacher Aides	85	85
Use of Supportive Services	88	32
Dissemination of Research Results	52	22
Evaluation Design	112	34
Other	32	11

Number of projects whose personnel received training within the specified range of hours:

Hours of Training	Teachers	Aides
Fewer than 8	64	55
9-16	73	28
17-32	54	23
33-64	37	7
More than 64	8	4

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Statewide Achievement Data for Regular School Year
Projects Related to Grade Level

Subject Matter: (X) Verbal ( ) Numerical

Grade	N (summed statewide)	NCE GAINS (summed statewide)	(Column 2 ÷ Column 1)
Pre K	28	546	19.5
K	404	6,343	15.7
1	2,024	34,206	16.9
2	3,745	49,808	13.3
3	3,320	32,868	9.9
4	3,153	30,899	9.8
5	2,750	24,200	8.8
6	2,423	16,719	6.9
7	2,181	12,868	5.9
8	1,291	6,326	4.9
9	618	3,399	5.5
10	608	4,438	7.3
11	143	758	5.3
12	98	363	3.7
Ungraded	132	1,571	11.9
ALL	22,918	225,312	9.8

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Statewide Achievement Data for Regular School Year
Projects Related to Grade Level

Subject Matter: ( ) Verbal (X) Numerical

Grade	N (summed statewide)	NCE GAINS (summed statewide)	(Column 2 ÷ Column 1)
Pre K	0	–	–
K	388	3,530	9.1
1	986	14,297	14.5
2	1,042	11,879	11.4
3	1,528	16,044	10.5
4	1,510	19,932	13.2
5	1,528	18,947	12.4
6	1,457	15,736	10.8
7	928	6,589	7.1
8	598	4,126	6.9
9	248	1,042	4.2
10	62	533	8.6
11	29	273	9.4
12	11	60	5.5
Ungraded	45	122	2.7
ALL	10,360	113,110	10.9

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Number of Regular School-Year and Yearlong Projects
Reporting Achievement Gains Within Specified Ranges
Related to Project Characteristics

Subject Matter: (X) Verbal ( ) Numerical

Project Characteristics	GAIN RANGES					
	Less than 0.0 NCE's	0.0 to 1.0 NCE's	1.1 to 3.0 NCE's	3.1 to 5.0 NCE's	5.1 to 7.0 NCE's	More than 7.0 NCE's
Hours per Week						
0 to 1	–	–	–	–	–	2
1.1 to 2.5	6	7	10	14	19	94
2.6 to 5	4	1	5	5	7	52
5.1 to 7.5	1	–	1	–	1	2
7.6 to 10	–	–	–	–	–	–
over 10	–	–	–	–	–	–
Total Hours						
0 to 30	–	–	–	–	–	1
31 to 60	1	–	1	5	3	24
61 to 90	6	7	9	8	16	55
91 to 120	4	–	3	3	4	32
121 to 150	–	–	2	1	2	11
151 to 180	–	–	2	–	1	8
181 to 210	–	–	–	1	1	2
over 210	–	1	–	1	–	4
Instructor to Student Ratio						
1: over 20	–	–	1	–	–	–
1:10.1 to 1:20	–	–	1	–	–	–
1:6.1 to 1:10	–	–	–	–	1	1
1:4.1 to 1:6	5	3	4	3	6	37
1:2.1 to 1:4	4	4	9	11	16	78
1:1.1 to 1:2	2	1	1	4	3	22
1:0 to 1:1	–	–	–	1	1	4
Cost per Student						
$0 to 100	–	1	–	–	1	–
101 to 200	1	–	–	1	–	7
201 to 300	–	–	7	5	5	24
301 to 400	7	3	4	5	11	54
401 to 500	3	1	2	3	3	38
501 to 600	–	2	2	2	3	17
over 600	–	1	–	–	4	11

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Number of Regular School-Year and Yearlong Projects
Reporting Achievement Gains Within Specified Ranges
Related to Project Characteristics

Subject Matter: ( ) Verbal (X) Numerical

Project Characteristics	GAIN RANGES					
	Less than 0.0 NCE's	0.0 to 1.0 NCE's	1.1 to 3.0 NCE's	3.1 to 5.0 NCE's	5.1 to 7.0 NCE's	More than 7.0 NCE's
Hours per Week						
0 to 1	–	1	–	–	1	2
1.1 to 2.5	1	1	2	5	7	42
2.6 to 5	1	–	–	3	2	17
5.1 to 7.5	–	–	–	–	–	1
7.6 to 10	–	–	–	–	–	–
over 10	–	–	–	–	–	–
Total Hours						
0 to 30	–	1	–	1	–	1
31 to 60	–	–	1	1	1	7
61 to 90	1	1	–	4	6	34
91 to 120	1	–	1	1	2	12
121 to 150	–	–	–	–	1	4
151 to 180	–	–	–	1	–	2
181 to 210	–	–	–	–	–	–
over 210	–	–	–	–	–	2
Instructor to Student Ratio						
1: over 20	–	–	1	–	–	–
1:10.1 to 1:20	–	–	–	–	–	–
1:6.1 to 1:10	–	1	–	1	–	3
1:4.1 to 1:6	–	–	–	2	1	10
1:2.1 to 1:4	2	1	1	4	7	35
1:1.1 to 1:2	–	–	–	–	2	13
1:0 to 1:1	–	–	–	–	–	1
Cost per Student						
$0 to 100	–	–	–	–	1	1
101 to 200	–	–	–	2	1	8
201 to 300	–	–	–	2	2	18
301 to 400	1	1	–	3	1	15
401 to 500	–	1	–	1	2	13
501 to 600	–	–	–	–	2	5
over 600	1	–	1	1	1	2